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ABSTRACT

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MENTOR AND PROTEGE PERCEPTIONS OF MENTORING
RELATIONSHIPS IN AN ELEMENTARY AND SECONDARY
SCHOOL IN CONNECTICUT

Judy-Arin Krupp, Ph.D.

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MENTOR AND PROTEGE PERCEPTIONS OF MENTORING RELATIONSHIPS IN AN
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ABSTRACT

During the school year 1981-1982 a series of eight workshops were given in an elementary school and a secondary school in two different school districts. In addition socialization opportunities were provided for both faculties. The purpose of the program was to foster mentoring relationships and by so doing to help staff growth and development and school climate.

Topics included an introductory session for the entire staff, then workshops on adult developmental changes, stress and coping mechanisms, and active listening skills for teachers and administrators on a voluntary basis. Throughout the workshops content was constantly related to the life of the participant and to mentoring.

The results show that mentoring is going on in these schools and was occurring before the project started. The project did spark older teachers by improving their sense of worth and helping them form friendships. It helped younger teachers by giving them personal and professional support in their specific areas of need. It positively affected school climate in the school with a cliquey atmosphere and supported the already fine climate in the other school.

The results are positive suggesting that mentoring is a vehicle, and one already present in our schools, for sparking our veteran faculties. Given the potential value of mentoring to mentor, protege and the school it is time we acknowledged, encouraged and helped teach the skills needed to foster mentoring in our schools. This program is replicable in other places to help do just that.

Mentoring is a holistic and individualized approach to teaching and learning that results in both personal and organizational development (Lester & Johnson 1981). Mentors are:

trusted and experienced supervisors or advisors who have personal and direct interest in the development and/or education of younger or less experienced individuals, usually in professional education or professional occupations (ERIC 1980, 145).

A mentor has also been defined as a "trusted counselor and guide" (The Woodlands Group 1980); as a "career guide and executive nurturer" in the private sector and as a "positive, supportive and more experienced guide" (George & Kummerow 1981). A protege is an individual who is seeking one or more of the following: a teacher, sponsor, counselor, role model, reflective guide, trusted friend, confidant and/or coach.

A mentoring relationship is established to meet the developmental needs of both parties. Since life requires a continual modification in predictable stages and phases "it is consistent to assume that in human society growth phases can be and are complementary to other phases" (Withey, Anderson & Lauderdale 1980, 640). The generative adult over age forty who has dealt with the destructive nature of existence is ripe to mentor younger persons looking in their twenties for a teacher, guide or sponsor. In fact, initiating, modifying and terminating a mentor relationship

has been identified as a task of early adulthood (Levinson et al. 1978).

The mentoring relationship is not defined by the roles played, but by the character of the relationship and the functions it serves (Levinson et al. 1978). The protege respects the mentor both as a personal and a professional, as one who embodies the values, hopes, wisdom and strength the protege respects and may hope to achieve (Lester & Johnson 1981; The Woodlands Group 1980). The mentor cares about the protege and wants to expend time to teach, challenge and support him or her. The relationship has been described as one of the most complex and developmentally important in adulthood (Levinson et al. 1978).

Although mentoring research has been criticized for its lack of a clear conceptualization of what is being measured or offered as an ingredient for success (Merriam 1983), present research does document the positive effect of mentoring relationships on both protege and mentor. Lynch (1980) reports on a study at Wellesley College that found men and women who advanced in their careers faster than normal had formed "multiple helping relationships." Men in the Grant Study identified as the best outcomes in their forties had had mentors during their twenties, whereas those considered relatively unsuccessful in their forties hadn't discovered mentors until their early forties or had only had role models

during adolescence (Vaillant 1977). Sheehy (1976) found all twenty-five successful women she studied had mentors in their twenties and thirties. Fagan and Walter (1982) discovered that teachers who had mentors credited the mentor as the person who helped them gain self-confidence, learn technical aspects of the job, better understand administration, develop their creativity, and work better with other persons. Students at the University of California assigned to mentors got higher grades, became more involved in school, and were more comfortable with others (Lester & Johnson 1981). Schmidt & Wolfe (1980) found newcomers profited from mentoring relationships because they could now more effectively pattern "a professional image compatible with self-perception and professional expectation." Midlife women who served as mentors gained emotionally in a study by Kahnweiler & Johnson (1980).

Organizations also benefit from mentoring relationships. The Woodlands Group (1980) found the organization benefited from mentoring relationships in four ways. First, people were available who were sensitive to organizational norms, but were not enslaved by them. Second, morale improved with available counselors. Third, proteges felt like special individuals. Fourth, there was a strong sense of humaneness in the organization.

Regardless of whether the mentoring relationship occurs in business or academic environments, is viewed from a career

or developmental perspective, or is arranged or spontaneous, the process and benefits are clear and similar (Withey et al. 1980). Therefore,

given the value that mentoring has for the mentor, the recipient and society at large, it is tragic that so little of it actually occurs. We are held back by limitations in our individual development and in our institutional structures. These limitations serve to intensify intergenerational conflict and undermine relationships between youthful and middle-aged generations (Levinson et al. 1978, 254).

This call by Levinson et al. for new programs to foster individual and institutional growth through mentoring echoes in the words of others. Lynch (1980) encourages new and creative programs to help young people enter adulthood and Knott & Daher (1980), Lester and Johnson (1980), The Woodlands Group (1980) and Purdy (1981) actually developed programs to foster mentoring relationships. Their programs incorporate awareness of the processes involved in and the importance of mentoring relationships (Lester & Johnson 1980; The Woodlands Group 1980), information on adult development (Knott & Daher 1980; Lester & Johnson 1980), techniques needed to mentor and accept the role of protege such as communication and decision making skills (Knott & Daher 1980; Lester & Johnson 1980; The Woodlands Group 1980), reinforcement, incentives and free time for those in these relationships (The Woodlands Group 1980), and articulation of the mentoring program with the rest of the organization (Knott & Daher 1980; Purdy 1981).

As the previously cited research indicates the vast majority of mentoring research has been done in the private sector and in institutions of higher learning. Public educational institutions through grade twelve have received attention only by Fagan & Walter (1982) and Purdy (1981). Yet, in this age of decreasing enrollments and reduction in forces the average age of teachers is rising (Dembowski & Gay 1980; Education U.S.A. 1983). There is an increased recognition of "burn-out" and stress among older teachers (Cichon & Koff 1978; Edelwich & Brodsky 1980; Feitler & Tokar 1981; Freudenberger & Richelson 1980; Krupp 1982; Krupp 1983; Youngs 1980) and even some mention of decreased effectiveness of older teachers (Dembowski & Gay 1980). The present educational situation when combined with our knowledge of mentoring raises the question: "Might mentoring relationships help to spark our aging personnel in public education while it helps younger teachers and improves school climate?"

A pilot mentoring project, sponsored by a federal grant through Project RISE, was carried out in an elementary school in one school system and a secondary school in a second school system in rural Connecticut to answer this question. Three other questions were also researched:

1. Are mentoring relationships already in existence in these two schools?
2. Can mentoring relationships be encouraged by education about the mentoring process, teaching skills needed to enter a mentoring relationship, and

providing opportunity for socialization among staff members?

3. What are the perceptions of those involved in a mentoring relationship concerning that relationship?

Method

The project incorporated the concepts suggested by Knott & Daher, Lester & Johnson and The Woodlands Group to foster mentoring relationships. During the summer of 1981 the researcher met with the principals at both schools and established dates for workshops and social events. In order to provide incentives for participation the principals agreed to the use of release time for presentations or workshops in lieu of faculty meetings. Both administrators sent to staff a letter explaining and supporting the mentoring project. They each also sent a letter to the researcher with their personal analysis of present staff relationships.

In early September a one hour, mandatory, introductory, session was held in each school. Questions addressed included: Who and what is a mentor? What is a mentoring relationship? What are the possible effects of mentoring on mentor, protege and organization? What is this project? and What will participation in the project involve? Each staff member was given a questionnaire to complete and return to the researcher in a self-addressed stamped envelope. The questionnaire asked about school climate, interpersonal relationships, demographic data and experiences as mentor or

protege in mentoring relationships. (See Appendix I for the questionnaire.)

A short follow-up session occurred in each school in mid-October to answer questions and address concerns of potential participants. Workshops on adult development, stress, coping and adapting techniques, and active listening started in the fall. Participation was optional. Each time a new topic commenced each staff member received a letter of information and invitation. By June third all workshops were completed and a final questionnaire, similar to the initial questionnaire, was distributed to all staff members with another stamped self-addressed envelope (see Appendix II). Most workshops were held at one month intervals.

The return rate for the questionnaires was high:

80.6% of the elementary staff and 56.9% of the secondary staff returned the first questionnaire.

43% of the elementary staff and 38% of the secondary staff returned the second questionnaire.

In addition the researcher kept a detailed log for the entire year of daily experiences and comments of participants and non-participants. Data from questionnaires was tallied and recorded by percentage and phenomenologic analysis. The researcher subjected data from the log to a phenomenological analysis. Since many readers may not have familiarity with the phenomenological method, a brief description of the methodology follows.

The first step in the phenomenological analysis required

a straightforward interpretation of comments spoken and written on the questionnaires, using a natural attitude. The researcher studied the comments for their objective experiences (noema) and the way the subject reflected on those experiences (noesis). Each noema ("John showed me some techniques for working with a difficult student.") and its noetic correlate ("I began to feel more confident.") was carefully listed. The noematic-noetic correlations represent that individual's perceptions of reality. The meticulous identification of these correlations is fundamental to the identification of meaning through phenomenological analysis (Krupp 1980).

The noema-noesis correlations can be successfully understood only if the critical attitude of epoche is assumed by the investigator. Assuming a phenomenologic attitude, an attitude of epoche, requires a standing back from our regular ways of looking and a setting aside of our usual assumptions regarding things. Epoche exposes the original perceptions to free variations. These variations permit examination of the perceptions from all perceptive and imaginative aspects (Lauer 1958). In the example above one might ask whether the person felt more confident because he or she felt better able to handle the child? received more attention? had someone with whom to ventilate? had a friend? had more status in the education community? or is there another reason? Epoche also

requires the use of horizontilization, the forced adherence to the equivalency of all data. Using free variation and horizontilization permits the data to reveal themes or invariants (Ihde 1977).

Now the investigation required an eidetic analysis to find the identical elements in all the invariant themes: the essence (Zaner 1970). Essence, "that which remains identical in all possible variations of that which is being investigated" (Lauer 1958:59), emerges when the researcher uses with the invariants the same process that was used for revealed perceptions. Essences emerge not only by the strict variation and analysis of themes as they are revealed by the subjects but also by the use of intuition by the investigator. Zaner (1970:85) describes intuition as the product of a "rigorously rational process." It requires hard thematic evidence gained with the reductive attitude. It demands that the researcher experience the "itself-presentedness" of the idea in question. Essence is inconceivably otherwise (Zaner 1970).

Throughout the investigation the researcher needed constant awareness of the residue of self beyond which reduction cannot go. Awareness of the residue by the researcher prevents that non-bracketed being from constricting those essences revealed by the data.

Results and Conclusions

Climate. Elementary and secondary school personnel reveal

marked differences in school climate. The elementary staff described their school as "warm, friendly, supportive, cooperative, congenial and helpful." The secondary staff, however, gave mixed responses. While 21% of the staff describe the climate and interpersonal relationships as "generally pleasant, cordial and well-mannered," the vast majority used words like "clicky, underlying tensions, provincialism, back stabbing, and very poor." In addition the secondary staff rarely socialized before the project started whereas the elementary staff socialized frequently.

School climate and level of socialization did affect the project. Good school climate may account for higher participation levels (90% of the elementary staff and 29% of the secondary staff), more accurate awareness of school-wide mentoring relationships, less need for support and more desire for information, and staff ownership of at least some of the project. Poor climate seems closely related to a greater desire for socialization and more need for support. In fact, the high school participants almost became a self-contained social entity, a clique of their own. Age and sex differentials may also account for in these differences. Seventeen per cent of the high school staff was over forty, whereas 31% of the elementary staff had reached midlife. There were many more males on the high school staff than on the elementary faculty.

On the final questionnaire elementary school teachers said the mentoring project resulted in an increased awareness of the importance of mentoring and an increased sensitivity to the needs of others that functioned to maintain the already good school climate. Secondary school teachers offered differing comments about the effect of the project on climate. While 47% now described the climate as friendly and good, 35% used the words moderate or in the process of improving and 18% still used the term, "cliquey". More teachers describe the climate as good or getting better than did in October, but the reason for the improvement varies. Many give credit to the new principal in the school. Those who did not participate in the program frequently credited the principal with school climate improvement. Those in the program felt the climate improved for them because of participation in the program and said the school-wide climate would have vastly improved if more teachers had participated in the mentoring project.

Question one. In answer to the first question: Were mentoring relationships already in existence in these two schools? The answer is a resounding yes. On the first questionnaire 72% of the elementary respondents and 93% of the secondary respondents identified a past or present mentor. Two-thirds of the elementary and four-fifths of the secondary mentoring relationships involved career-related issues or persons.

A perusal of those stating they have had a past or present mentoring relationship reveals that most of the relationships involve females in mentoring females (56% in the elementary school and 41% in the secondary). The next highest percentage in the elementary school finds males mentoring females (32%) whereas in the secondary school males mentor males (20%). Other relationships include males mentoring males in the elementary school (14%) and males mentoring females in the secondary school (19%). In both schools the lowest percentage occurred for females mentoring males (11% in the secondary school and 0% in the elementary). Sixty-four percent of the elementary staff mentoring relationships and 43% of the secondary mentoring relationships lasted 1-3 years. In almost all instances the mentor was older than the protege. There were only four instances when that was not the case and in all four occurrences the protege was a female.

Although teachers did write comments on their questionnaires expressing difficulty distinguishing friendships from mentors, clearly mentoring relationships exist in both schools and with only a brief one hour presentation many personnel could identify relationships in their building. The data also revealed a lack of awareness by some mentors and proteges of their roles or a lack of willingness to write about those roles. In both schools, for

example, several proteges chose the principal as a mentor, but the principal did not acknowledge any awareness of his role as mentor with these proteges.

The most frequent form of mentoring reported is same sex mentoring with mentors 0-10 years older than the protege and with relationships lasting 1-3 years. The vast majority of the relationships demonstrate career relatedness and many of them are ongoing.

Question two. The second question asks: "Can mentoring relationships be encouraged by education about the mentoring process, teaching skills needed to enter a mentoring relationship, and providing opportunity for socialization by staff members? The affirmative answer lies in the results of the second questionnaire, for it was in this questionnaire that participants described their mentoring relationships during the last year.

Eighty-three percent of the six elementary teachers who reported entering a mentoring relationship during the year of the study had participated in the mentoring project. In 50% of the mentoring relationships established at the elementary school during the year both mentor and protege participated in the study. On the secondary level 86% of the seven teachers who reported entering mentoring relationships during the year had participated in the project and in 43% of the relationships both mentor and protege participated. Same sex mentoring continued as the most common mode, more common,

that is, than cross-sex. Mentors in the elementary school were 15-25 years older than proteges while in the secondary school mentors were either 1-7 years older than the protege or 30+ years older. The older age of the elementary staff may account for this difference.

A disproportionate percentage of those reporting involvement in the mentoring project also reveal participation in the mentoring relationship during the last year. Mentoring project participants may more willingly enter mentoring relationships or may more openly reveal those relationships.

Question three. The third question asks: "What are the perceptions of those involved in a mentoring relationship concerning that relationship?" Analysis of data occurred first to discover the individual's perceptions of the mentoring relationship when acting as protege, then when playing the role of mentor, then from the standpoint of what the person internalized as protege and or as mentor. The perceptions in all four categories did not change after participating in the project, therefore, data before and after the project has been fused.

Table I indicates that persons in the role of protege reveal two equivalent areas of gain during a mentoring relationship, professional and personal help. In addition the mentoring relationship resulted in help with higher learning,

an appreciation for shared values and goals, finding a father image, and relationships with a spiritual master and lover.

Table I

PROTEGES' PERCEPTIONS OF THEIR PAST AND PRESENT
MENTORING RELATIONSHIPS

Description of relationship and gains from the relationship	Number expressing the descriptor
PROFESSIONAL RELATIONSHIP - career help, classroom techniques, goal definitions, contacts, courses, help getting first job, fostered academic growth, help with wilderness program.	25
PERSONAL HELP - with upheaval such as a death, security, support, encouragement, help as a working mother, help with child rearing and pregnancy worries, friendship a role model, and help with economic concerns.	25
HELP WITH HIGHER LEARNING - encouragement to go to college, major advisor, cooperating teacher during student teaching, return to graduate work.	6
VALUES AND GOALS	3
FATHER IMAGE	1
SPIRITUAL MASTER	1
LOVER	1

Table II analyzes the perceptions of those who played the part of mentor in the mentoring relationship. The respondents describe their mentoring relationship with a protege. Eighteen mentors indicate that they give support, counseling

and advising to the protege, thirteen provide mentoring around professional concerns while nine mentor those with personal needs. Numerous other explanations are given of the relationship some of which indicate the responsibility felt by the mentor. For example one teacher said, "I try to focus on reality for the protege" and another said the relationship was "beautiful, difficult, satisfying, challenging, worrisome, always amiable, always rewarding."

Table II

MENTORS' PERCEPTIONS OF THEIR PAST AND PRESENT
MENTORING RELATIONSHIPS

Description of relationship and gains from the relationship	Number expressing the descriptor
GIVE SUPPORT, COUNSELING AND ADVISING Sounding board, helper, listener, guide, gives courage, confidence builder, emotional support, give ideas when asked, help protege see true self, help with victories and defeats, work hard as a female mentor so male protege will not feel inadequate.	18
PROFESSIONAL CONCERNS - Occupational change, role model, guidance in teaching, counseling, teaching, supervising teacher, sponsor, professional help with a class.	13
PERSONAL CONCERNS - help with marital problems, children, a court confrontation, with parents.	9
FRIENDSHIP	3
CLASS ADVISOR	1
RELATIONSHIP WAS DEPENDENT AND HELPFUL	1

TRIED TO FOCUS ON REALITY FOR PROTEGE 1

"BEAUTIFUL, DIFFICULT, SATISFYING, CHALLENG- 1/
ING, WORRISOME, ALWAYS AMIABLE, ALWAYS
REWARDING"

Proteges, when asked what they internalized from the mentoring relationship, answered with comments as specific as the concerns with which the protege entered the relationship. Each respondent gained something specific to his or her own needs. Table III itemizes the responses. Proteges gained self-understandings, self-confidence, a sense of worth, security in their own ideas, clearer goals, and specific skills for interacting with others. The essence that emerges reveals that personal need determines what a specific protege internalizes from the relationship.

Table III

PROTEGES' DESCRIPTIONS OF WHAT THEY INTERNALIZED FROM THE MENTORING RELATIONSHIP*

DEVELOPED SELF-UNDERSTANDINGS (1)

Sense of self-confidence, personal worth, and security in own ideas (14)

Skills to set goals and meet them (9)

Modeling self after an admired teacher or administrator by imitating attitudes, behaviors, and professional beliefs such as small talk and tolerance when working with children (8)

Improved coping skills (4)

Greater strength (2)

Be all you can be (2)

Sense of direction (2)

Accept my own individuality (1)

Independence (1)

How to stay relaxed and flexible (1)

Realized, "I enjoy this work" (1)

Helped determine right from wrong (1)

Put problems into perspective (1)

Better self-image (1)

Feeling that I can combine family and career (1)

HOW TO INTERACT WITH OTHERS (2)

Concern for others (1)

Importance of harmony in an organization (1)

Politics and how to gain success (1)

There is something to like in everyone (1)

How to help others attain their goals (1)

Respect for old age (1)

FRIENDSHIP (3)

HELP WITH CAREER AND REINFORCEMENT FOR TEACHING IDEAS (2)

SECURITY (1)

HELPED ME MOVE FROM CHILDHOOD TO ADULTHOOD (1)

GREATER KNOWLEDGE(1)

REALIZATION THAT "THINGS CAN COME TRUE" (1)

* Numbers in parenthesis represent the number of persons responding with the statement.

Table IV identifies what the mentors felt they gained from the mentoring relationship. Although individual differences do abound, a pattern is more discernable here than in Table III. Mentors tend to gain a sense of personal worth, friendships, and a pride in the accomplishments of their proteges.

Table IV

MENTORS' DESCRIPTIONS OF WHAT THEY GAINED FROM MENTORING
RELATIONSHIPS*

PERSONAL SELF-AWARENESS AND GROWTH (1)

"Knowledge I can be useful to another" and my ideas are valued (4)

Sense of personal worth (3)

Helping another grow (2)

Better understanding of and improvement of my marriage
(2)

Feeling trusted (1)

Internalized protege's spunk and enthusiasm (1)

Crystalized thoughts about own work area (1)

Better listener (1)

Gained ideas (1)

Became more outgoing (1)

Became more aware of my parents' needs and got closer to
my own parents (1)

Re-inforced my own professional identity (1)

Fulfilled a personal need and challenge (1)

Gave me more self-confidence (1)

More able to remain young (1)

Increased patience (1)

Reflected on my own philosophy, style and skills (1)

FRIENDSHIP - A special relationship, company, and insight into another's thinking (9)

SATISFACTION AND PRIDE IN SEEING THE PROTEGE GROW AND FOCUS ON GOALS (8)

HAPPY I COULD HELP (5)

GIVING ADVICE (1)

MEETS MY "NEED TO BE NEEDED" (1)

REALIZATION THAT THE SCHOOL IS STRONGER BECAUSE "MY" PROTEGE IS INVOLVED (1)

FRUSTRATION WHEN I FELT I COULDN'T HELP (1)

* The numbers in parenthesis represent the number of individuals who made the statement.

Those who ended a mentoring relationship usually did so with a lasting feeling of friendship or a feeling of longing because the mentor and/or protege died or moved away. Only in 25% of all relationships that ended did the respondent indicate that there were hard feelings or a disagreement.

Discussion and Implications

Mentoring relationships exist in these two schools, and did go on well before the project started. Proteges, mentors, and school climate gained from mentoring relationships.

Therefore, mentoring relationships do provide a means to spark our aging personnel in public education while it helps younger teachers and improves school climate. Staff members who were mentors felt a sense of worth, made friends, and expressed delight that others found their past experience useful. The project also helped younger teachers by providing support during the actual presentations and by encouraging the development of mentoring relationships to meet their individual needs. The teachers who participated had increased levels of awareness not only about mentoring, ages and stages, stress, active listening, and communication skills but also about the needs of others. As participants understood how these topics related to self they began to demonstrate sensitivity to others in these areas. As a result school climate improved or remained of high quality. School climate might be even more positively influenced with more substantial teacher participation in schools with poor climate at the onset. This area requires further research.

Educators must legitimize mentoring. We can help teachers identify and embrace mentoring relationships by discussing mentoring; offering rewards and incentives to those in mentoring relationships such as no cafeteria duty or an extra period to meet as mentor and protege; and offering workshops like those in the mentoring project to ensure that potential mentors and proteges have the skills needed to carry out the role of mentor, choose a mentor, know when he or she has been

chosen as a mentor, and feel secure as a protege. Principals, in particular, need training in order to understand the tremendous potential in their role of mentor. In both schools proteges chose the principal as a mentor more often than any other single individual. Inability by the principal to recognize when a protege has chosen him or her or poor counseling, listening and communication skills on the chief administrator's part means loss of an opportunity to foster the growth and development of a staff member.

Persons in mentoring relationships felt better about both their personal lives and their professional performance. In addition exposure to workshops offering skill development and understandings necessary during a mentoring relationship resulted in increased numbers of such relationships. To foster continued growth along these lines the topics discussed during this project might be offered to a school along with other topics such as decision making, problem solving skills, time management, feedback skills, dealing with life change and transitions and others as needed. Then the staff can decide which topics would best meet their needs for contact with one another and for growth.

This research supports the work of Levinson et al. (1978) and Withey et al. (1980) with its findings that mentors are older than proteges and often are past age forty. It also adds support to the myriad of studies that document the

positive effect of mentoring relationships on mentor, protege and the organization. This investigator would like to add her voice to that of others (Fagan and Walter 1982; Knott & Daher 1980; Lester & Johnson 1980; Levinson et al. 1978; Vaillant 1978; Withey et al. 1980; The Woodlands Group 1980) who ask that we acknowledge, encourage and help teach the skills needed to foster mentoring.

We need more research that investigates mentoring in public school environments; arranged versus spontaneous mentoring relationships; the principal as mentor; the relationship of the mentoring role to other administrative responsibilities; the effect of school climate on mentoring in the educational setting; the effect of mentoring on school climate; and that compares the enthusiasm of teachers who are mentors with those who are not in a mentoring role. This new arena for researchers and research in education has the potential for having a massive positive influence on excellence in education.

Only educators who have a strong commitment to staff growth and development will willingly provide the time and money needed to educate staff about mentoring and to give staff the skills needed to enter mentoring relationships. Repetition of a series of workshops similar to the ones used in this project with examples drawn from mentoring and with an emphasis on growth and development is recommended to any school seeking growth for individual teachers and improvement

or support for school climate. By so doing we can help spark
our aging faculties while fostering the growth of younger
teachers. School will become a more exciting place in which
to work and grow.

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